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# Words on Wilderness

July 1983



SOLITUDE-- Burn area near Bonner's Ferry, Idaho. (First place photo by Rob Bryant)

## Photo Contest

The black and white photo contest sponsored by the Wilderness Institute (W.I.) received 44 scenic, wildlife, or wilderness related entries. The W.I. staff judged the contest and used reproducibility, visual effect, contrast, and tonal quality as criteria. The contest was open to the public as well as students.

## Ute

*Contributed Anonymously*

Who speaks for animals who cannot talk?

Who sees for flowers which are blind?

Who guards the river which has but one course?

Who represents the mountain in time?

Who comes here to argue for the life of beavers?

Who will tell of the importance of snails?

Who has seen the mantis shed his skin?

Who believes in butterfly wings?

I am nature's advocate

Ten million birds

Ten million trees

Ten million animals

Ten million fish

Are mine.

I will fight you in this room

And out of it.

I will dare you to define

Progress

On the face of a dime.



WILDLIFE-- Elk along the Madison River in Yellowstone. (Second place photo by Kevin Berner)



SCENIC BEAUTY-- Snow-covered ridge looking north from Stewart Peak in the Rattlesnake Wilderness Area. (Third place photo by Phil Tanimoto)



# Career wilderness rangers need management commitment



**COMPLETED TASK--** Kevin Suzuki, Don Baty, and trail crew build bridge in one day as part of regular trail maintenance. (Photo by Kevin Suzuki)

Contributed by Don Baty

The Anaconda-Pintler Wilderness Management Plan states that, "Qualified, trained and experienced personnel for wilderness ranger and trail crew positions will continue to be difficult to find for the traditional, short-term, summer employment. Except for the rare and dedicated individual, there will continue to be a high turnover of wilderness field personnel."

This has certainly been the case on the Wise River Ranger District. From 1969 through 1977 there was a yearly turnover of wilderness rangers. Each year, the new wilderness ranger submitted a report detailing the various problems he had encountered; and year after year, the same old problems were identified. In 1978, one of the "rare and dedicated" individuals came along, and slowly, but surely,



**DAY'S WORK--** The same crew, using non-mechanized tools, constructed a stock unloading ramp at the Odell Creek trailhead west of the Pioneer Roadless Area. (Photo by Kevin Suzuki)

some of the problems that were reported from 1969-1977 have been taken care of.

It is these rare and dedicated individuals that I would like to talk about. Names like Cal Tassinari, Bob Uset, Tom Alt and Warren Miller immediately come to mind. Those of you who have worked with them probably know them as independent, strong headed, persistent people who get nervous after five minutes in an office. In a letter Bud Moore wrote in 1975 after attending the Region 1 Wilderness Management Workshop, he referred to them as, "professional and technical men and women who understand the resource of wildness, and are capable of caring for it... with wildness in their hearts, and sand in their craw."

Bud's poetic phrase points out what I consider to be one of the problems wilderness rangers face. People have romantic notions about what the job entails.

A wilderness ranger must be able to work alone much of the time, and also be comfortable doing visitor contacts. He needs to understand concepts like carrying capacity and limits of acceptable change. He must have the skill and endurance needed for trail maintenance and construction. Above all, a wilderness ranger must be capable of living and working alone in wilderness for long periods of time., come rain or shine.

The Wilderness Act of 1964 gives the Forest Service a somewhat conflicting mandate when it directs that wilderness areas are to be, "administered for the use and enjoyment of the American people in such manner as will leave them unimpaired for future use and enjoyment as wilderness." I would submit that this mandate can only be

carried out by qualified, trained individuals. As Bud Moore points out in the letter I have already referred to, "Quality wilderness management can only rise to the capability level of the people who are out there on the job."

There are qualified people who are willing and ready to commit themselves to the wilderness resource. Perhaps we could refer to them as career wilderness rangers. People who want a career pertaining to on the ground management of wilderness. As I have mentioned, they tend to be independent people, and I can't speak for them, but I know a lot of them and I find that many are frustrated. They feel that they have made a commitment to wilderness, and the Forest Service, but are frustrated because they feel the Forest Service has not made any commitments in return. Many of them have no guarantee that they will have a job from year to year. No guarantee of the duration of that job in any given year. No guarantee that they will be able to continue ongoing projects in the wilderness, and often no training to allow them to continue to acquire the primitive, and civilized skills that wilderness management demands.

Actually I think career wilderness rangers are relatively easy keepers. There are districts that have had the same wilderness ranger for years, and Cal Tassinari has been in Condon forever. I don't think career wilderness rangers are looking for high salaries or full time administrative jobs. All they need is a seasonal appointment to insure their jobs from year to year, ongoing training in wilderness skills, and the opportunity to work in wilderness.

## Wilderness literature

The Wilderness Institute's information center includes hundreds of articles on a variety of wildland topics. We have prepared a series of reading lists in the following topic areas. Each reading list contains articles and reports that are distributed through the Institute's information center for a nominal fee (copying costs).

If you would like to receive a reading list and information request form contact the Wilderness Institute and indicate the title(s) of the reading lists you are interested in.

Wild and Scenic Rivers

Wilderness and Environmental Ethics

Wilderness Allocation

Wilderness Management

U.S. Forest Service Wilderness Research Reports

Wilderness Education

Wolf Ecology Project Reports

Wilderness Institute Field Study Reports (roadless areas in the Northern Rockies)

Miscellaneous Wilderness Articles

## Words on Wilderness

Words on Wilderness is a non-advocacy newsletter printed annually by the Wilderness Institute staff. Staff writings do not reflect opinion; readers contributions which contain opinion may be printed. Contributions will be noted as such. The Institute staff reserves the right to edit contributions for grammatical purposes. The Wilderness Institute encourages contributions, but cannot guarantee they will be printed. The Wilderness Institute is located in room 207, School of Forestry, University of Montana, Missoula, Montana 59812 (406) 243-5361.

Director: Bob Ream  
Assistant Director: Ken Wall  
Editor: Chris Bieker



# Journal entry: looking for wilderness ethics

Editor's Note: The following journal excerpts were obtained from a Wilderness and Civilization student (pen name -- Roscoe Zappa) who kept a journal as part of the program's requirements. The article intends to provide an actual experience perspective to the program.

Sept. 25-

First entry. Camped under the Scapegoat plateau. Sheer rock rises above me, and I'm beginning to feel at home here in the wilderness. Yesterday, we hiked long and hard to get to this mountain valley but now the routines of cookfire and drying a damp sleeping bag are pleasing.

I'm attempting the first assignment of the Wilderness and Civilization Program, that of recording in a journal any thoughts that may occur to me. So here I am, kicking around the woods with the other students who are enrolled in this program. We are south of Glacier National Park in the Great Bear-Bob Marshall-Scapegoat chain of wilderness areas that make up this part of the Continental Divide and Rocky Mountain Front. A land of grizzly, deep green forest, and high mountains, it is also our home for ten days.

The program, set up by the Wilderness Institute and University faculty, is an offering of special courses that look at Wilderness and it's relation to our contemporary and past societies. An interdisciplinary structure will tie five classes together on this topic for the whole fall quarter. The stage is being set for our studies with this two week backpack trip in the mountains to get us involved in wilderness personally before we explore its ties to our cultures and civilizations.

I met my classmates and teachers five days ago during orientation at school, the first day of fall quarter. We bought our camp food, checked our gear, registered for the program classes, and tried to get a few things done before we piled into the vans and came here. Split into three groups we entered this area from different trailheads and are now hiking (sometimes called packing or swearing) with our fearless leaders toward a rendezvous site for more introductions to this program and each other. Our group leaders, the instigators and teachers of this program are outstanding individuals all, but loosed in these woods their true identities reveal them to be unshaven, bleary-

eyed, normal human beings able to fall into a creek with a single stumble. In other words they are big kids like the rest of us.

Looking at my group I see Joanne preparing a stew for supper while the others fluff out sleeping bags, get a little more firewood, or write down a few thoughts of their own. I've known these people less than a week, yet they seem like old friends as we joke and talk easily about anything in general and nothing in particular. Some of us have even confided a mutual liking of Neil Young. Horrors! Becky said she always wanted him for Christmas. It seems that the sweaty,, muddy hikes, cool swift streams, the shared gorp and campfire wrapped in the threat of snow or bear forges bonds that come naturally from deep inside us. We may drift apart once we're



CHOW TIME-- Group members break for lunch along the trail in the Scapegoat. (Photo by Glenn Hill)

back at school but for now our thoughts are only on how nice the day is and what's for supper.

Sept. 26-

Writing isn't exactly one of my strong points and I hope

this is what Dexter, our English professor, is looking for in our journals. Speaking of professors, Tom Birch, my group leader and the program's philosophy teacher, is sitting over in the early reaches of the morning sun writing also. We watch the girls pack up and

(CONTINUED ON PAGE 8)

## W.I. to offer special wilderness course

By Ken Wall

The Wilderness Institute (W.I.) will sponsor an intensive quarter special course offering, "Wilderness and Civilization", beginning September 19, 1983. It addresses the central theme, wilderness and civilization, through philosophic and scientific investigation, and links intellectual discipline with rigorous physical activity. The Wilderness and Civilization program is responsive to the University's location in the Northern Rockies; the University of Montana is surrounded by over 5 million acres of wilderness land. The program focuses on the relationship of modern society to wild nature, and intensively examines the implications of natural resource allocation and use in contemporary American culture.

Over the past eight years 243 students have enrolled in the program. It is generally aimed at the sophomore/junior level, but undergraduates at all levels have participated, as well as a few graduate students. The program includes 18 credits of regular catalog-listed courses brought together into an integrated, interdisciplinary package. Forestry School courses in wilderness management and ecology are combined with a philosophy course in environmental ethics; an English course on the literature of land and energy; a course on wilderness, values and economics; and a humanities course, "Future Primitive".

Every fall quarter the program begins in mid-September with all faculty and students participating in a twelve day



ESTHETICALLY WILD-- Gnarled snags twist into wilderness art along the Continental Divide. (Photo by Glenn Hill)

wilderness trip along the Continental Divide in the Bob Marshall Wilderness. A direct knowledge of wilderness and wilderness management problems is established, and all academic work later in the quarter is rooted in this essential beginning.

Wilderness and Civilization focuses on critical economic, social and environmental issues facing citizens of Montana and the Northern Rockies region in the 1980's. Through student projects, direct services are provided to citizens in this region. In addition to normal class work, students are required to complete a project that has practical bearing on an aspect of the program

theme. The program blends experiential and academic learning with "hands-on" practical application.

"A close working relationship between faculty, staff and students is crucial to the success of the program, explained Bob Ream, a professor in the program and Director of the Wilderness Institute. Weekly faculty staff meetings (open to students) are held to provide on-going assessment of the program and coordinate assignments. " A two-hour weekly rendezvous for all faculty and students, frequent help sessions, and special guest lectures throughout the quarter, as well as regular social gatherings strengthen this relationship", Ream added.

Whenever possible faculty attend and participate in other classes in the program. The program schedule is designed to maximize opportunities for field trips, special guest lectures and attendance at legislative and administrative hearings.

Ream further explained that "through this process, faculty learn from each other, and are able to make an impact on student values and ways of thinking that three to five hours each week in the traditional classroom doesn't afford."

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For applications or more information on the Wilderness and Civilization program, offered Fall Quarter, 1983, write or call the Wilderness Institute. Applications will be accepted until July 15, 1983.



# Looking ahead / Wilderness

## History

By Ken Wall

## Mission

Two centuries ago, when Lewis and Clark first explored the uncharted western North American continent the term "wilderness" held a different meaning than it does today.

To them, and others of their time, wilderness was a vast unknown land, containing raw resources to build a nation. Today almost all of the two billion acres of this country have been put to use and changed from their native condition. The challenge is no longer to conquer the wilderness, but to preserve and maintain the few remnants that remain wild and undeveloped.

To assist in this formidable task, a group of land managers, citizen conservationists and University professors met in Missoula, Montana in 1974 to form the Wilderness Institute.

The mission they proposed for the Institute was to conduct research, collect and disseminate research results and educate all segments of the public regarding the wilderness resource. The Montana Board of Regents recognized the Wilderness Institute in 1978 and formally established it within the Montana Forest and Conservation Experiment Station.

The organizational structure of the Institute is composed of an Executive Director and professional Staff who work with graduate and undergraduate students, citizen volunteers, and contracted consultants and specialists. A fifteen member Board of Advisors meets annually with the staff to review and evaluate programs, discuss new projects

and provide advice on long-range goals and objectives. A five-member Executive Committee meets monthly with the Executive Director and professional staff to participate in major Institute decision making. This committee also conducts program and staff evaluations, and assists in developing fundraising strategies and securing operating support.

Since its inception in 1974, the Institute has operated primarily on "soft money" from grants and contracts, and is often kept in operation through volunteer efforts of faculty, staff and students. There is considerable value in this, since a high level of motivation and commitment are necessary in any volunteer effort. As long as morale remains high, there is a "carry-on-regardless" attitude, sustained by satisfying relations among one another and commitment to common goals. Problems do arise over time. Obtaining a stable operating support base is a major goal of the institute in the next five years.

A major strength of the Institute is that people who are involved come from many disciplines. Wilderness education and management are not single disciplines; they are served by many different disciplines from the social and physical arts and sciences. Although the Institute is housed in the School of Forestry, we have worked with students and faculty in over fifty disciplines and built an interdisciplinary network for the systematic exchange and linking of knowledge and experience regarding wilderness.

The mission of the Wilderness Institute is to promote the development and dissemination of factual information about wilderness and the management of wilderness areas, by encouraging and conducting wilderness research and public education.

Institute activities and services are conducted in five program areas: summer field studies, undergraduate and

graduate education, continuing education, research and information center. We have provided services for undergraduate students, land managing agencies and a variety of audiences concerned with wilderness, wild rivers and similar wildland resources.

During the next five years the wilderness institute will focus on the problems of managing wilderness resources.



( Photo by Ursula Mattson )

## Advisory board comments on long-range plan

**Smoke Elser**

The Institute has done a tremendous service to all mankind in providing its information center. Collecting and cataloging the ever increasing volume of information pertaining to wilderness is a must. Today, with all of the environmental impact statements, management plans in draft and final stages, and all of the new Forest Management plans it is essential that those who are interested in wilderness have a place where they may find this information.

**Bob Lucas**

The literature search described in the plan is very important, especially if it is tied to a continually updated computer data bank. This could be the most useful service WI could provide.

**Gerry Stokes**

The professional development program for wilderness managers is a short term solution. What is needed in the long run is people trained in college. We need new managers with better people management skills.

**Ed Courtney**

Education of adults is important, however, I see this as a "band-aid" awaiting a more lasting cure taking place with the education of children, the adults of the future. The solution to a long lasting solution to the problem of proper wilderness use diminishes if the educational target is only adults, most of whom have maintained indifferent attitudes all their lives.



# Institute presents 1983-1987 plan

## Wilderness Education

A major task in the preservation and maintenance of wilderness is to identify effective means of managing human use and influence to preserve naturalness, ecological integrity, and opportunities for people to find solitude. The majority of wilderness managers and research scientists agree that education must play a key role in wilderness management, in order to prevent over-regulation of visitors to wilderness.

Since 1975, the Institute has sponsored an intensive quarter (18 credits) interdisciplinary program titled, "Wilderness and Civilization". The program has been in high demand by undergraduate students, and has involved students from 30 academic disciplines. A total of 248 students have taken this course offering, coming from all over the country. We intend to continue offering this program every fall quarter, and are developing a companion program to be offered every spring quarter.

Developing professional continuing education oppor-

tunities is another crucial component of the Institute's five-year plan. Within two years we intend to begin a new interdisciplinary endeavor, an annual three-week professional development course for wilderness managers. Once the course is established it will sustain itself through participant tuition, and will provide extra-compensation for approximately ten faculty from the School of Forestry and College of Arts and Sciences.

The Institute has focused much of its wilderness use education on the grade schools in the Missoula area (primarily the 6th grade level). In cooperation with the U.S. Forest Service, Institute staff have developed educational packets, provided on-site programs, and conducted projects with local elementary schools. During the next five years we intend to increase our involvement in wilderness education for kids. With funds provided by the School of Forestry, we are currently working on a primer on wilderness for the 5th and 6th grade level.



(Photo by John Mercer)

## Field Studies

Each summer, student and citizen volunteers, trained and supervised by the Wilderness Institute, spend 30-40 days in the field conducting field studies in roadless and undeveloped areas throughout Montana and Northern Idaho. Many field studies have involved natural resource inventories, wilderness inventories and recreational use studies, while others have documented potential boundaries for proposed wilderness legislation.

Over the past eight years, participants have collected information on over 70 roadless areas in the Northern Rockies. Since the decision on which of these areas will be allocated to wilderness or some other use could be made

by Congress in the next year, we feel it is appropriate to focus the 1983 field studies

program to completing an overview of unallocated roadless lands in the region. We will publish short summaries of the information we have on each area, to aid in the decision-making process.

The majority of participants in this program are undergraduate students, and funding is primarily provided by student activity fees. Therefore, the future direction of the field studies program will be determined by a separate planning process currently underway by the students within the Institute (see page 8 for more details).

## Wilderness Information Center

The Institute will continue to maintain our wilderness information center library collection and information services to support the research and educational activities. We will continue to seek student activity fees, as well as Federal and private funds for this purpose.

The Institute's existing information collection on wilderness, wild rivers, and similar wildland resources will be indexed and cross-referenced using the System 1022 Data Management System on the University of Montana DEC 2060 computer. With the increased capability and efficiency provided by this system, we anticipate an increased demand for Institute infor-

mation services. During the current five-year planning cycle it will be necessary to charge a fee for all non-student information services.

During the next three years we will conduct a comprehensive review of wilderness research data, identify "blank spots" in this information base, and develop this information into a data base on wilderness management. Using "1022", this information will be kept continually updated in a computer data base. From this data base the Institute will publish an on-going series of annotated bibliographies on selected wilderness management topics, and respond to individual requests for customized bibliographies, information searches and reports.



(Photo by John Mercer)

## Research

In many cases, wilderness managers and administrators do not have the information base needed for informed management decisions. A bigger problem is that the information that does exist is often not readily available to managers.

Traditional research is expensive, requiring long-term investments and a stable budget (many times larger than the Institute's existing budget). Therefore it seems appropriate for the Institute to focus its efforts towards transferring research results and encouraging the implementation of effective management information and techniques. We will, however, continue to identify the most important research needs and, when possible, initiate research projects and cooperative efforts.

An interesting concept was suggested at our last advisory board meeting; that the Insti-

tute sponsor a series of forums in "think-tank" fashion to focus on wilderness issues and ideas of concern to people. These forums could be regional or national in scope, and could identify management problems, their significance, and possible solutions. Research needs could be identified, as well as a great deal of information transferred between agencies and individual wilderness areas. This idea has much merit and will be explored in more detail during the 1983-84 fiscal year. Regional think-tank sessions could be accomplished with little cost, but national sessions would require adequate funding and full support of the agencies.

The Institute will continue to administer the Arkwright Endowment which provides approximately \$3,400 per year for wilderness studies. Proposals are accepted annually by an endowment committee on a competitive basis.



# Overthrust

Contributed by Tom Birch

## Along the Lewis Overthrust

The exploration plan, proposed by Consolidated Georex Geophysics of Denver, stipulates the firing of 5400 fifty pound explosive charges every 165 to 330 feet along 207 miles of seismic lines through the Great Bear, the Lincoln-Scapegoat, and the Bob Marshall Wilderness Areas. The plan requires firing 270,000 pounds, or 135 tons, of explosives.

Fifty-four hundred shots through  
the bedrock heart of wilderness,  
double-crossing the source and flow,  
and then double-crossing it again,  
to show even deepest rock the meaning of  
sacrilege and incomprehension.

There is a valley where the river flows  
over blue boulders and rocks of wild rose red,  
its current clear as the flash of vision,  
and sweetly curving along gravel it sings  
softly the blood rush of all things.

Elk browse meadows and groves of pine,  
orange bark lights the green of rainy days,  
and beyond reach on trees bear gouges his claws  
through the wood.

High in the east at the point of origin  
snow clouds stream through peaks and walls  
continental backbone ledges where mountain goats  
walk through sky blue spaces  
walking with mountains  
through the centers of earliest grace.

Snowbanks gather the high rocks  
to seep into springs and cascades  
as new sun speaks tiny seed syllables to stir.  
White goat dreams brighten the orange bark  
and light deep green knowing meadows,  
and in delight the mountains walk on and on,  
over the great plains, over the river waters,  
over the oil.

## Forest Service implements wilderness education project

The Northern Region of the Forest Service is implementing an ongoing coordinated Wilderness Education Program with the purpose of promoting an understanding and wise use of the wilderness resource. The program also will involve in education any regional forest with wilderness areas.

Initial program emphasis focuses on people within 50 to 100 miles of all National Forest Wilderness in Montana and Northern Idaho. Groups contacted by the Forest Service include: sixth grade classes, hunter education classes, organized groups such as Boy Scouts and Girl Scouts, high school classes, and University classes.

"Education, a light management tool, will hopefully reduce the need for further regulations and restrictions, preserve wilderness quality, and maintain a traditional freedom of choice in wildland recreation," stated F.S. Wilderness Ranger Gary Oye in a program outline. Programs stress the use of low impact/no trace camping techniques.

The Montana Wilderness Association is donating volunteers to work with Forest Service educators to implement the program. The regional F.S.

office is working on projects to assist the forests and districts with their wilderness education effort.

The projects include a Wilderness Education Workbook which outlines program development and identifies current wilderness education techniques and materials. A "Wilderness

Investigation" which supplements the Forest Service package of lesson plans, "Investigating Your Environment" series has been developed and used in local environmental education workshops. Wilderness is now included as a resource to be taught along with soils, wildlife, water, and other resources.

A Wilderness Education display showing resource impacts and proper techniques is being developed for use at information gatherings. The display explains low impact camping techniques to potential visitors.

Forests and districts may order Wilderness Management slides which will be available and may order a training tape of a sixth grade wilderness education presentation in order to help develop their own programs.

## Non - traditionalists discover wilderness

By Jim Myers

After the passage of the Wilderness Act of 1964, many criticisms referring to access for non-traditional users have been raised. Some opponents believe the elimination of motor vehicle use and roads in wilderness will limit use of wilderness to diehard, individuals. They believe that wilderness, as designated by the 1964 act, is a commodity for only the rich and strong. The argument stems from a proposition that when entering wilderness, one needs expensive equipment and must be very strong because of the rugged and remote terrain of wilderness. Wilderness Discovery plans to refute these arguments by showing that wilderness does not lock people out; inappropriate attitudes and misconceptions do.

Wilderness Discovery (W.D.) began in March of 1982 as a Wilderness Institute program. The program's goals are to provide outdoor experiences in wild settings for people who normally do not visit wilderness due to a lack of self esteem, or opportunity. On trips into wilderness, W.D. encourages wilderness awareness and education. According to Ken Wall, Assistant Director of the Wilderness Institute,

the awareness will remain with participants long after the trip is completed.

The program's goals are accomplished with the help of experienced and motivated people. Anyone may participate in the trips even though they are geared toward special populations (at this time W.D. is concentrating its efforts on physically, emotionally, and developmentally disabled people, and senior citizens). Wall said that he would like to see W.D. eventually branch out from the Wilderness Institute by becoming a self-sufficient organization, supported through volunteer efforts.

Last spring, people from many organizations around the Missoula community: U.M.'s Camping and Outdoor Program-Recreation Department, Mad Dog Waters, the Sandwich Shop, the Lions Club, the Physical Therapy Club, and the Trailhead, joined the Wilderness Institute in organizing two raft trips down a relatively calm stretch of the Bitterroot River. Diane Olheft, a Physical Therapist at Community Hospital in Missoula, and members of the Physical Therapy Club helped design seats out of old inner tubes for those individuals who are normally confined to wheel chairs.



KAYAKING-- Similar to Wilderness Discovery, the Vinland Center enables special populations to experience wilderness. (Photo courtesy of Vinland Center Loretto, Minnesota)

The river trips were experiments. From these experiments we learned some individual participant needs as well as some precautions that must be taken on future trips. This spring W.I. plans to help interested people coordinate an overnight float trip down a stretch of the Flathead River, one or two horse drawn wagon trips into the Kattlesnake National Recreation Area, and a wagon trip into the Bear-tooth Mountains. These trips will be organized with the

cooperation of the Mountain Disabled Outdoor Group, Mt. D.O.G.

Last spring, summer, and fall, Wilderness Discovery provided twelve day hikes into areas around Missoula for senior citizens. Areas visited were the Rattlesnake Recreation area, The Lee Metcalf Wildlife Refuge and the National Bison Range. Vans were rented to transport people as far into the areas as possible. The trip into the Wildlife Refuge was done in rafts on the Bitterroot River. Over two hundred people participated on these trips.

This coming season, W.D. plans (with financial and logistical support from Montana Power) to organize more day hikes, a river float, and two possible overnight senior citizen trips with Smoke Elser a local outfitter.

Ken Wall believes that wilderness education and public exposure to wilderness is essential if we are to preserve the few remaining areas left. Wilderness Discovery is one program offered by the Wilderness Institute that brings people into the wilderness. It is also one of the few programs that addresses the need for special populations to enter wilderness.



# Experts discuss grizzlies

By Brigid O'Conner

Two of the world's foremost authorities on grizzly bears met to carry on a panel discussion about the problems and issues surrounding the grizzlies. Dr. Charles Jonkel, Director of the Border Grizzly Project in the School of Forestry at the University of Montana and Dr. John Craighead, Director of the Wildlife-Wildlands Institute in Missoula, answered questions posed by Hank Fischer, a Montana Wilderness Association Member (MWA), and the audience at the MWA's 24th Annual Convention on December 3, 1982 in Missoula.

The discussion started off with a description of the grizzly bears plight in each area (Yellowstone and the US-Canada border) that has been studied. Dr. Craighead, who deals mostly with the grizzlies in Yellowstone Park said that the grizzly population in the park has been steadily declining since 1970. Dr. Craighead reasoned that the bears are cut off from other grizzly populations and this is a contributing factor to their demise. Perhaps the greatest factor in the Yellowstone grizzly decline according to Dr. Craighead, is the disruption of the bear population due to removal of the open trash pits in the park. These pits attracted the bears and became places for the bears to scavenge for food. When the pits were closed, it disrupted the bear population. They had no place to get their food and were at a loss because they had been used to scavenging. The reproduction rate dropped and the mortality rate climbed.

Dr. Jonkel works with what are known as the Border Grizzlies. They include grizzlies north of Missoula, west of Great Falls to the tip of Washington and north to Highway 10 in Alberta. Jonkel said that the grizzly population he works with is in trouble but has a good chance of being rebuilt. The Border Grizzlies are connected with other grizzly populations in the north, thus recruitment, getting new bears from other populations, is possible. Jonkel stresses that habitat is being lost in both areas, and that it is crucial to keep good habitat intact.

Jonkel and Craighead agree that critical habitat designations are essential to the well-being of the grizzlies. Critical habitat is that habitat which the bears must have in order to perpetuate their species. For the grizzly, this includes cover, denning areas, and forage (food).

Controversy arose about whether the grizzlies should be listed as threatened or endangered. Dr. Craighead feels that grizzlies should be listed as endangered in the lower forty-eight states until the populations are stabilized. Dr. Jonkel, on the other hand, believes in the status quo, which lists the grizzlies as threatened. He admits that in certain areas, such as the Selkirk and Cabinet Mountains, grizzlies should be listed as endangered until the populations are stable. This controversy led to another which concerned whether or not the grizzlies should be hunted.

If the grizzlies are listed as endangered, they legally could not be hunted, but if listed as threatened, they could. Dr. Craighead believes that they should not be hunted. He believes that the populations need to become stable before hunting could be justified. Dr. Jonkel, one of the coordinators of the 25-bear quota system, believes that bear populations are conceivably stable enough to be hunted on the system, which allows for only 25 bears (in the U.S.) to be killed during a year. This includes hunting, illegal kills, and accidents. Dr. Jonkel believes hunting makes bears more wary of man and therefore more likely to be cautious about entering an area where there are people.

Later, Jonkel said that habitat destruction is the greatest contributing factor in the decline of grizzly populations. "Without the habitat, we don't have the animal," he added.

According to Jonkel, a big step in overcoming bear-people problems would be intensive study of areas of recurring problems and the behavior of involved bears, but, research funding is hard to find. He added that informing and educating the public about grizzlies would also be a big help.

media says don't get involved but when we do get involved we get things done." Frome explained that the system is meant to respond to the public and it does respond to the public.

He mentioned the media, courts, polling places, and models such as the Oregon Bottle Bill as ways to make the system work. "We just need to pump more juice into the system to make it respond at a more rapid rate," he remarked to a question about the slowness of the system. "We haven't communicated with the power structure yet."

One concern Frome expressed pertained to the youth of today. He described today's youth as passive and less inquisitive than the youth of the 1960's and 1970's. "Society needs the perception of the young. It needs youthful involvement with serious questions," he said to his young audience.

Frome directed his challenge of individual responsibility and personal input toward another of his concerns the environment, particularly wilderness. "Americans are the trailblazers of preservation. The rest of the world has taken heart of our lead," he said.

"If economics and the environment are not considered compatible, the future is clear. Industrial development will threaten and devour everything," said Frome. He explained that the worst occurrence that can happen in our time is the loss of biotic diversity in natural habitats as the result of a loss of wild places. "If the land and landscape are altered, so are we. Environmental conservation doesn't belong to any political party," the wilderness protection advocate said as he put a challenge to all Americans.



(Photo by Jon Cates)

## Preservation

# Frome entreats public

By Chris Bieker

During a time when environmental issues face the challenge of economic need and development, a Smokey the Bear figure of the 1980's appeals to the public to protect the last vestiges of primeval America.

Smokey the Bear, America's symbol for the protection of forests, comes to life in the speeches and writings of Michael Frome, Journalism and Forestry Instructor at the University of Idaho. "We are responsible to the future and present. Possibly our most critical challenge is to protect the last few shreds of wilderness not just in this country but in the world," Frome said.

In an appeal to individual responsibility, he contended that not much is known about wilderness. Frome, who is currently writing "Wild places of America" and "Truth about our National Parks" said the Wilderness Act of 1964 represents a beginning. "Wild places don't save themselves and laws don't either, (save wild places). Wilderness is a prize worth the effort, he said.

Frome recently spoke to University of Montana students concerning individual responsibility and personal input. He explained that individuals can work within the system. One of an individual's rights is to have policy makers explain their actions, to hold authority accountable, Frome informed. He praised freedom of speech. "We should take advantage of it, put it to use," he said referring to freedom of expression. "We have nobody but ourselves to blame if we don't. Americans were never taught to govern themselves," Frome said. "We've been taught that politics are to be. Everyone is free to raise the question why," he said as he left to the politicians. The



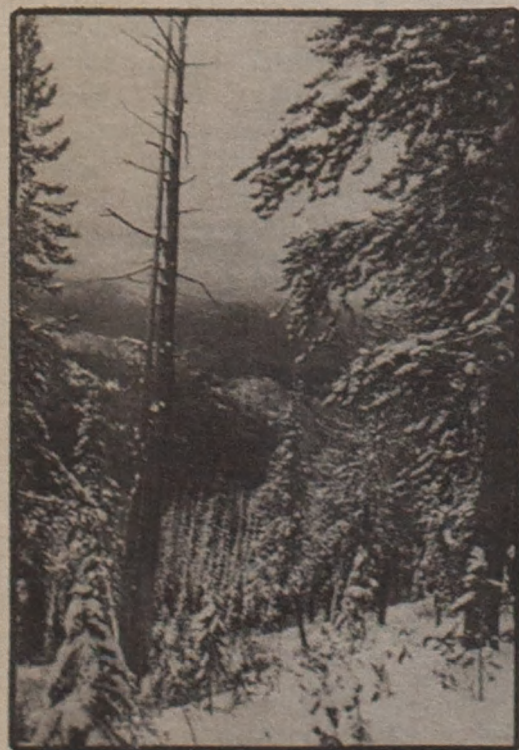
(Photo by Jon Cates)



# Journal (continued)

move out, heading down the continent's divide to set up a camp that will bring us one days hike nearer the rendezvous site on Dearborn Creek. Pat is getting packed up and ready to leave. Jerry, Tom, and I sit here lazily writing in our journals watching our sleeping bags dry out. We will follow later after a nap or deep contemplation of the barley stew we had for supper last night. Thinking like a true chauvinist I know it used to be the men who were the trailblazers, leaders, or adventurers, and who made it safe for the women to follow later. Now the women head off down the trail calling back "see ya tonight". We chase them away with shouts of "have a fire goin' when we get there". Tom tells them to have tea ready for him. I mention to him that the girls are leading off while we lag behind. He says the times are a changing. Not altogether too terrible a change I guess.

Starting this program off in the wilderness where change is measured in eons instead of years helps to put one's life in perspective. Things like sexism, racism, war, and RARE II don't have much meaning out here. College will be or has been a change for all of us. Life in our civilization brings change to us every evening with the six-o'clock news. Change is inevitable, seldom in our control and always with us, but here it feels like something I can live with. It doesn't sweep along faster than one can readjust to it, faster than traditions can change. In these primitive forests and mountains change seems non-existent, except I heard a rock fall last night, a small crack.....smak...tap...rattle, rattle, klok.....silence, and dark.



WINTER ARRIVAL-- Snows signal the coming of winter above the Dearborn River Valley in the Scapegoat Wilderness. (Photo by Bill Cody)

Change is coming though. We hear it echoed in seismic blasts off to the north. Oil exploration in the Rocky Mountain Front brings change to us fast, whether we want it or not. I wonder if our society should be sustained at the expense of the land. I mean, the land is where everything we need comes from, all our sustenance. If we destroy it won't we have just as effectively cut our own throats? On the other hand, should the land be preserved to such an extent that the things that make life a little better, and enjoyable are affected? Perhaps what our culture ought to enjoy in life is a pride in making ties to the land that shapes our lives and civilizations. Putting a little back into it after having taken so much out of it. It would appear that some reflection and self discipline is necessary on our part to understand our desires and needs and then to find a middle ground between what we want and what is good for us. One of our assigned books is by Henry David Thoreau and has a sentence that proposes, "the optimum existence lies in alternating between wilderness and civilization". There's a lot of room for argument there as he advocates his life at Walden, but I think a little argument is always good to clear the air. "Looking for an ethic" is how Tom puts it. I'll keep my eyes peeled to see if I can find one. Maybe there's an ethical way to hold onto both our civilization and our wild lands. Maybe wildlands and civilization are necessary for each other. Maybe we'll nuke ourselves and not have to worry about it any more. Maybe I'd better stop writing, pack up, and hit the trail.

Afternoon---Stopped by a creek--Still looking for an ethic--Haven't spotted any yet--No wildlife either--Water is bubbling by softly--Sunshine through the spruce looks ethically wild.

Sept. 27-

On the trail--Cold-Wet-Rainy. We tried to collect our psychic power and will the clouds away--No go. They hang so low and wet that they obscure the peaks from our view. The deep green forest slopes look mysterious as the steep valley fog reaches misty tendrils among the trees. I wouldn't be surprised to see a brontosaurus lift his head through the pine canopy across the river. I can almost see him now, standing there, munching on some tender fern.

If this rain doesn't stop, it's going to be one wet rendezvous. The hike yesterday was great but I only had time to write a little about it.



FREE SPIRIT-- Elk Creek Pass looking west to the Scapegoat Plateau on the horizon. (Photo by Glenn Hill)

I'd hoped to write some things down today but my paper is getting soggy. Looks like we'll be in mud and drizzle as we link up with the other groups. Hope everybody gets there and some body has a fire started when we arrive.

Sept. 29-

I wanna go home. Civilization and society seem rather inviting now as the weather stays cold, wet, and occasionally snowy for the third straight day. Waking up in a wet tent is instructional but not always great fun. Especially when Pat, dancing around in his bare feet trying to relieve himself, bumps the guy rope loose and brings the tent down on me. I'll have to stop writing now, the ink in my pen is starting to freeze. I'll try to warm it up by the fire later when...

I got my pen to work but I lost my train of thought. I'll have to start over I guess.

It's good to get out here once in a while, away from all the rush and madness of the world. I enjoy it here, they say it builds character. I think I've been looking at wilderness in too pastoral and idyllic a way. With the threat of possible hypothermia looming around, the reality of nature's indifference and power becomes apparent. Wild land is an excellent teacher. It can show us where we've come from, who we are, and how we got here. It has also just made me realize that civilization is warm and dry and as necessary to me now as sleeping bags, rain gear, and matches. Civilization can be as beautiful as a rose sunset, just look at Michaelangelo's statues. It can be as astute as a brooding mountain, demonstrated by the grandness of something like Einstein's theories. It's just that it gets a little out of hand once in a while. In a decision between wilderness and civilization, wilderness always seems to lose ground, literally and figuratively.

I originally signed up for this program because I like camping, wild places, and hiking in the woods. I thought the classes would focus and promote these aspects. After talking to Tom, Dexter, and some of the others I believe we will be looking at the good aspects of our cultures and societies as well as at the good of wilderness. Both may have something yet to teach and offer us. Both may be linked together like two halves of a circle making a whole.

Oct. 2-

I'm sitting warm and dry now in the laundry room getting myself and my camping gear somewhat clean. The last day's hike out over Elk Creek Pass was cold and tiring but the final look we had of Scapegoat Mountain in the distance made the whole trip worthwhile. The surrounding peaks and our boots were covered in snow and icy wind. The clouds were brilliantly spotted with the sun behind them and the rock seemed to leap for the sky, sending clouds swirling.

Classes are not exactly as great as that view but I think I'll live through them if not actually enjoy them. We have a paper assigned in forestry, due at midterm, and we're learning to identify some more plants. English has a lot of intriguing reading for us and we'll continue to write in our journals on various topics. Economics looks tough on the syllabus but it's being presented in an interesting if not understandable way. In philosophy we are still searching for those elusive creatures "ethics and truth". I thought for sure that I'd spotted a couple of them in the woods but I couldn't be sure before they got away. Next time I'll bring my camera. Letting my thoughts drift I feel it would be great to be back out there, out in the wilderness. I have a quarter of study ahead. I guess the real work starts here.